

SUPERVISION EXCELLENCE ~ *LEARNING TO LEAD*

CT Department of Developmental Services Supervisor Certificate Program

Governor M. Jodi Rell

Commissioner Peter H. O'Meara

Deputy Commissioner Kathryn du Pree



Spring 2008

Educational Support Unit
Human Resources Division



Welcome!

The DDS is proud to introduce a new Certificate Program for Supervisors! Over the next few weeks, you will learn new skills and approaches to Supervision that will give you a framework to promote a highly effective and efficient work environment. The information you receive along with the relationships you develop will assist you to gain confidence and build a foundation for succeeding as a supervisor.

As Supervisors, our *Mission* sets the course. It reminds us of what we—as State and DDS employees—are here to accomplish. Our *Vision* is the destination; it summarizes our aspirations for the individuals and families we serve, for the department and for ourselves as professionals.

Our *Goals* are our guideposts. Our goals help us mark the steps from which we can measure progress and see our accomplishments. With our *Mission*, *Vision* and *Goals* to guide us, we can be hopeful and positive contributors to the people we support, to the employees we supervise and to the communities in which we live and work.

Learning has always played an important role in the department's success. We are proud of your accomplishments and wish you luck as you develop new skills and share all that you have experienced so far with your peers. You are the future of DDS and DDS' future looks bright!

- Educational Support Unit



Program Eligibility

The *DDS Supervisor Certificate Program* is designed to provide the new supervisor with introductory information on a variety of topics associated with leadership and effective supervision. Participants are provided a unique opportunity to network and learn with peers as they participate together throughout the program.

The Supervisor Certificate Program is open to new supervisors or to veteran supervisors who have not attended formal training in the past. Candidates are selected to attend the program by their Regional and Central Office Executive Team and have the support of their immediate supervisor to attend.

Program Content

This *DDS Supervisor Certificate Program* will consist of twelve (12) required core modules offered in a location central to the State in five full days. Participants must attend all twelve (12) core modules in order to receive a certificate from DDS.

Pre-Course Work

Generally, all supervisors should be familiar with DDS' mission and values. Additional material to view and become familiar with is identified below:

- College of Direct Support: Frontline Supervision Modules
 - Training and Orientation
 - Recruitment and Selection
 - Developing Interventions
 - Fueling High Performance
- Office of State Ethics: Online Ethics Training
- DDS Work Rules
- DDS Employee Handbook
- Affirmative Action Policy Statement



Program Modules—Core

- *Module 1: Self Awareness and Supervision*
- *Module 2: The Art of Effective Communication*
- *Module 3: Effective Problem Solving*
- *Module 4: Recruitment and the Selection Process*
- *Module 5: FMLA/ADA/EAP/Worker's Compensation*
- *Module 6: Sexual Harassment Awareness and Prevention*
- *Module 7: Affirmative Action/EEO Responsibilities for Supervisors*
- *Module 8: Ethics*
- *Module 9: DDS Work Culture*
- *Module 10: Leading the Difficult Employee*
- *Module 11: Evaluating Work Performance*
- *Module 12: The Successful Leader*





PROGRAM DIRECTIONS

Central Connecticut State University
Memorial Hall—Connecticut Room (1st floor)
165 Stanley Street
Memorial Hall—Constitution Room
New Britain, CT

From the North (Massachusetts)

- Take 91 South to 84 West to Exit 39A, to Rte. 9 South.
- Get off Exit 29 and take a right at the end of the exit ramp onto Ella T. Grasso Boulevard.
- At the third traffic light, take a left into the Student Center Parking Lot and feel free to park in the garage.

From the Southwest (Stamford/New Haven)

- Take 95 North to 91 North to Exit 22 North, to Rte. 9 North.
- Follow Rte. 9 North and take Exit 29, Rte. 175.
- At the traffic light at the end of the exit ramp, go straight and follow Fenn Road to the second traffic light, and take a left turn onto Ella T. Grasso Boulevard.
- At the fourth traffic light, take a left into the Student Center Parking Lot and feel free to park in the garage.

From the Southeast (Groton/New London)

- Take 95 South to Rte. 9 North to Exit 29, Rte. 175.
- At the traffic light at the end of the exit ramp, go straight and follow Fenn Road to the second traffic light, and take a left turn onto Ella T. Grasso Boulevard.
- At the fourth traffic light, take a left into the Student Center Parking Lot and feel free to park in the garage.

From the East (Hartford)

- Take 84 West to Exit 39A, to Rte. 9 South.
- Get off Exit 29 and take a right at the end of the exit ramp onto Ella T. Grasso Boulevard.
- At the third traffic light, take a left into the Student Center Parking Lot and feel free to park in the garage.

From the West (Danbury/Waterbury)

- Take 84 East to Exit 39A, to Rte. 9 South.
- Get off Exit 29 and take a right at the end of the exit ramp onto Ella T. Grasso Boulevard.
- At the third traffic light, take a left into the Student Center Parking Lot and feel free to park in the garage.

Alternate Route (from the West)

- Take 84 East to Exit 35, Rte. 72 East (New Britain exit).
- Follow Rte. 72 East to Rte. 9 North and take Exit 29, Rte. 175.
- At the traffic light at the end of the exit ramp, go straight and follow Fenn Road to the second traffic light, and take a left turn onto Ella T. Grasso Boulevard.
- At the fourth traffic light, take a left into the Student Center Parking Lot and feel free to park in the garage.



Day 1—Tuesday, March 4, 2008

8:30 am—4:30 pm

Learning Goals:

The participants will...

- Develop insights into personal strengths and weaknesses
- Enhance listening skills
- Learn to communicate with various staff
- Understand how and why people communicate the way they do
- Identify written communication tips and techniques including email etiquette

8:30 am—9:00 am

Welcome Activities

Opening Remarks

- Peter H O'Meara, *DDS Commissioner*
- Kathryn du Pree, *DDS Deputy Commissioner*

Program Overview/Resources

- Lidia Gomes, *DDS Educational Support Unit, Curriculum Manager*

9:00 am—12:30 pm

Self Awareness and Supervision

Presenter

- Louise J. Summa, *Three Rivers Community College, Director of Human Resources*

1:15 pm—4:25 pm

The Art of Effective Communication

Presenter

- Louise J. Summa, *Three Rivers Community College, Director of Human Resources*

4:25 pm—4:30 pm

Wrap up



Day 2—Tuesday, March 11, 2008

8:30 am—4:30 pm

Learning Goals:

The participants will...

- Develop a new way of thinking and apply approaches to problem solving through theoretical discussion and activities
- Develop strategies of effective recruitment and selection
- Ensure non-discrimination in the workplace
- Obtain a big picture understanding of workers' benefits and the
- Supervisors role and responsibility

8:30 am—8:45 am

Welcome Remarks

Opening Remarks/Announcements

- Lidia Gomes, *DDS Educational Support Unit, Curriculum Manager*

8:45 am—12:00 pm

Effective Problem Solving

Presenter

- Louise J. Summa, *Three Rivers Community College, Director of Human Resources*

12:45 pm—2:00 pm

Recruitment and Selection Process

Presenter

- Art Dessureau, *DDS Human Resources Manager*

2:15 pm—4:25 pm

FMLA/ADA/EAP/Workers' Compensation

Presenters

- Art Dessureau, *DDS Human Resources Manager*
- Nancy Harnick, *DDS Principal Human Resource Specialist*

4:25 pm—4:30 pm **Wrap up**



Day 3—Tuesday, March 25, 2008

8:30 am—4:30 pm

Learning Goals:

The participants will...

- Understand the processes and approvals of job requisitions, reclassifications and temporary services
- Define the Supervisor's role in grievance process
- Enhance understanding of ethical issues and reinforce supervisory responsibilities in promoting ethical standards
- Formulate and create an effective and efficient organizational culture while adhering to the DDS work rule standards

8:30 am—8:45 am

Welcome Remarks

Opening Remarks/Announcements

- Lidia Gomes, *DDS Educational Support Unit, Curriculum Manager*

8:45 am—11:45 am

Sexual Harassment Awareness and Prevention

Presenters

- Amanda Anduaga-Roberson, *DDS Equal Opportunity Employment Specialist II*
- Len Erasmus, *DDS Equal Opportunity Employment Specialist II*

12:30 pm—2:00 pm

Affirmative Action/EEO Responsibilities for Supervisors

Presenter

- Amanda Anduaga-Roberson, *DDS Equal Opportunity Employment Specialist II*

2:00 pm—3:10 pm

Ethics

Presenter

- James Welsh, *DDS Director of Legal and Government Affairs*

3:25 pm—4:25 pm

DDS Work Culture

Presenter

- Teresa Gonzalez, *DDS Assistant Agency Personnel Administrator*

4:25 pm—4:30 pm

Wrap up



Day 4—Tuesday, April 1, 2008

8:30 am—4:30 pm

Learning Goals:

The participants will...

- Develop a strategy for working and managing challenging employees
- Understand “Emotional Intelligence”
- Develop a “Win-Win” mindset

8:30 am—8:45 am

Welcome Remarks

Opening Remarks/Announcements

- Lidia Gomes, *DDS Educational Support Unit, Curriculum Manager*

8:45 am—4:25 pm

Leading the Difficult Employee

Presenter

- Louise J. Summa, *Three Rivers Community College, Director of Human Resources*

4:25 pm—4:30 pm

Wrap up



Day 5—Tuesday, April 8, 2008

8:30 am—4:30 pm

Learning Goals:

The participants will...

- Analyze elements of performance and strategies for handling performance issues
- Develop strategies for mentoring and coaching employees for peak performance
- Learn basic elements of critical thinking and how it relates to the Supervisor job
- Define personal trait characteristics and habits of successful leaders
- Develop leadership characteristics by managing a changing work environment

8:30 am—8:45 am

Welcome Remarks

Opening Remarks/Announcements

- Lidia Gomes, *DDS Educational Support Unit, Curriculum Manager*

8:45 am— 11:45 pm

Evaluating Work Performance

Presenter

- G. Scott Bell, *DDS Human Resources Manager*

12:30 pm—4:00 pm

The Successful Leader

Presenter

- Louise J. Summa, *Three Rivers Community College, Director of Human Resources*

4:00 pm—4:30 pm

Wrap up & Graduation

Presentation of Certificates

- Peter H. O'Meara, *DDS Commissioner*
- Kathryn du Pree, *DDS Deputy Commissioner*



Prerequisite Online Modules

Office of State Ethics, Ethics 101 Module

You may also go to: <http://www.ct.gov/ethics/site/default.asp>

Click on the Online Ethics Training link on the left hand side. Once you complete the training print the certificate and bring it with you.

College of Direct Support Program Instructions:

These directions are intended to assist employees in accessing the CDS online training. These courses are enhancements to your learning and it is recommended you complete them within 120 days of the Supervisor Certificate Program - Learning to Lead! This time may be flexible depending on the amount of time you need to complete your required CDS training.

Each CDS course contains a number of lessons. As you work through the lessons, use your time wisely. If you need to stop in the middle of a lesson, you will be brought back to the same page the next time you open that lesson.

You will be prompted to take a short test at the end of each lesson. In order to complete the lesson, you must attain the minimum passing score. If you don't pass the test on the first try, you may take it a second time. If you are not able to pass the test after two attempts, you should contact your supervisor for assistance in completing the lesson.

How to access the CDS

Log in to the DMR LAN with your user ID. If you are not a DMR LAN user, you may use a generic training ID and password (using lower case letters) listed below:

user ID: **dmrtraining2**

password: **dmrtraining2**



College of Direct Support Program Instructions, *continued*:

Start Internet Explorer by double-clicking the icon (the blue e) on the computer desktop or at the bottom of the screen. Type the CDS address into the Address bar at the top of the screen:

www.collegeofdirectsupport.com/CT

Press the **Enter** key.



On the College of Direct Support login page, type your CDS User ID where indicated

NOTE: your CDS user ID is not the same as your DMR LAN user ID. You should already have received your user ID and password from the Educational Support Unit.

The CDS password for all new users is **hello** (you can change this later if you wish). Press the **Enter** key or click the **Login** button on the screen. This will bring you to your CDS Personal Page.

NOTE: the first time that you log in to the CDS, you will be asked to accept the WebInservice KDS Registered User Agreement. Scroll to the bottom of the page, click on the check box on the right, then click Send My Response.





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Maureen Evelyn - Con



webinservice

Personal Page for: [Maureen Evelyn](#)

Manage

My E-learning Lessons	View	11 lessons due
My Classes & Events	View	0 event scheduled in the next 15 days
My Surveys	View	

Quick Links

My Transcript - All Training	View
Self Enroll - Classes & Events	View
Self Enroll - E-learning	View
Information & Announcements	View
Change My Password	View



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My E-learning Lessons - Maureen Evelyn

E-learning Not Completed	E-learning All My Lessons	E-learning By Program	E-learning By Module	E-learning Self Enroll
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Lesson Name (click to begin)	Test	Eval	Due	Status	Started	Completed	Pretest Score Date	Score Date
Supporting Healthy Lives: Living Healthy Lives	Test		08-21-2007	X	06-06-2007			
Supporting Healthy Lives: Health Across the Lifespan	Test		08-21-2007	X	05-23-2007			
Supporting Healthy Lives: Individual Health Needs	Test		08-21-2007	X	06-04-2007			
Supporting Healthy Lives: Signs and Symptoms of Illness	Test		08-21-2007	X	06-06-2007			
Supporting Healthy Lives: Care of Common Health Conditions	Test		08-21-2007	X	06-06-2007			
Supporting Healthy Lives: Working with Health Care Professionals	Test		08-21-2007	X	06-06-2007			
Personal Care: Understanding Personal and Self Care	Test		08-21-2007	X	06-06-2007			
Personal Care: Individualizing Personal Care	Test		08-21-2007	X	06-06-2007			
Personal Care: The Basics of Hygiene	Test		08-21-2007	X	06-06-2007			
Personal Care: Basics of Grooming and Dressing	Test		08-21-2007	X	06-06-2007			
Personal Care: Oral Care	Test		08-21-2007	X	06-06-2007			



College of Direct Support Program Instructions, *continued*:

Click on the **E-Learning by Module** tab to list your lessons by course name. This is a good way to organize the courses so that you can complete your required lessons, and see which lessons you have completed, and which lessons you still need to complete. A red **X** in the status column means that lesson still needs to be completed, and a green **✓** means you have finished that lesson.

COLLEGE OF DIRECT SUPPORT AN INTERNET-BASED COLLEGE FOR DIRECT SUPPORT PROFESSIONALS									
Maureen Evelyn - Connecticut Department of Mental Retardation									
Home E-learning Classes & Events Surveys Reports Tools Credits Logout									
My E-learning Lessons - Maureen Evelyn									
E-learning Not Completed E-learning All My Lessons E-learning By Program E-learning By Module E-learning Self Enroll									
Module Name	Test	Eval	Due	Status	Started	Completed	Pretest Score Date	Score Date	
Lessons in Module: CT DMR Personal and Self-Care									
Personal Care: Understanding Personal and Self-Care	Test		08-21-2007	X	06-06-2007				
Personal Care: Individualizing Personal Care	Test		08-21-2007	X	06-06-2007				
Personal Care: The Basics of Hygiene	Test		08-21-2007	X	06-06-2007				
Personal Care: Basics of Grooming and Dressing	Test		08-21-2007	X	06-06-2007				
Personal Care: Oral Care	Test		08-21-2007	X	06-06-2007				
Personal Care: Introduction	eval		08-21-2007	✓	06-06-2007	06-13-2007			
Lessons in Module: CT DMR Supporting Healthy Lives									
Supporting Healthy Lives: Living Healthy Lives	Test		08-21-2007	X	06-06-2007				
Supporting Healthy Lives: Health Across the Lifespan	Test		08-21-2007	X	05-23-2007				
Supporting Healthy Lives: Individual Health Needs	Test		08-21-2007	X	06-04-2007				
Supporting Healthy Lives: Signs and Symptoms of Illness	Test		08-21-2007	X	06-06-2007				

Click on the name of the lesson you want to start. Work your way through each lesson: always listen to the narrator first, and then read the information on the page. Follow the instructions that you are given by the narrator or onscreen.

The toolbar at the top is always the same on each page. You can go to the next page in the lesson by clicking the right arrow (**Next Page**), or go back to the previous page by clicking the left arrow (**Last Page**):

Course 16: Personal Care Lesson 1: Understanding Personal and Self Care

Netcape Users Click Here

Understanding Personal and Self Care

Learner Objectives.

After completing this lesson the learner will be able to:

1. Describe personal care and self care activities.
2. Provide three reasons why grooming and hygiene activities are important.
3. Describe methods of approaching conflicts between hygiene choices and health and safety.
4. Identify the role and responsibilities of the direct support professional in assisting with personal care activities.
5. Describe methods for overcoming challenges faced by direct support professionals when assisting with personal care.

Click on the buttons if you would like to see suggested On-The-Job (OJT) skills and Portfolio samples for this lesson. These lists are methods of assessing skills, knowledge, and attitudes that the lesson is designed to help learners develop.

OJT **Portfolio**

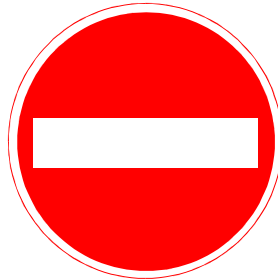


College of Direct Support Program Instructions, *continued*:

When you finish a lesson, click on the **Take Test** button on the toolbar. You should take the test immediately after completing the lesson while the information is fresh in your mind.

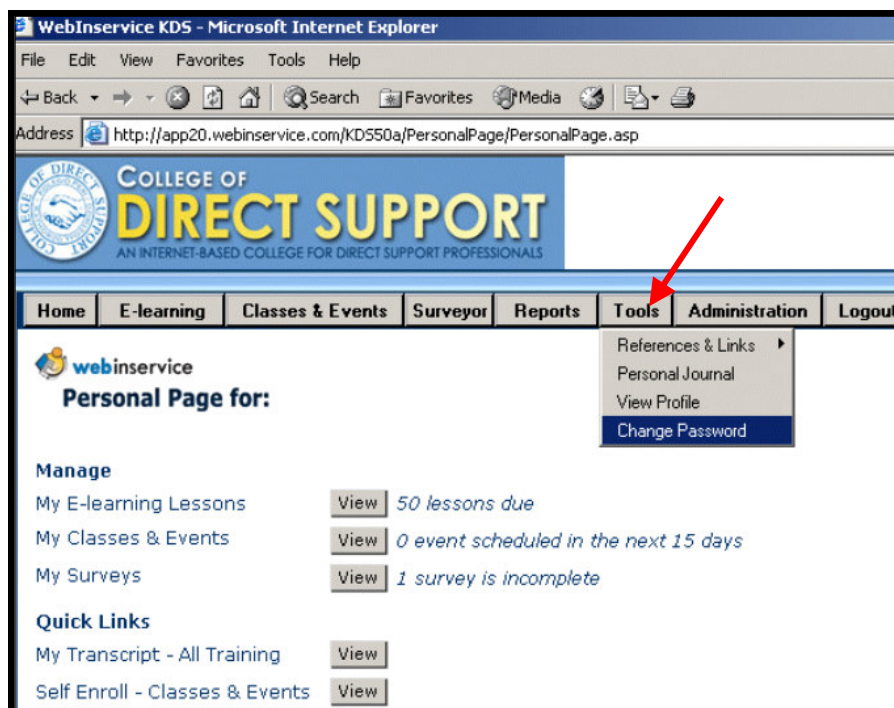
To leave a lesson and return to **My E-learning Lessons** at any time, click **Personal Page**. The next time you return to that lesson, you will start at the same page that you were viewing when you left.

To exit the CDS, click **Logout**.



How to change your password

On your Personal Page, click the **Tools** tab then **Change Password**.





College of Direct Support Program Instructions, *continued*:

Follow the instructions to change your password.

NOTE: passwords are **case sensitive**. For example:
bluebird is not the same as **Bluebird**.

Write your new password down and keep it in a safe place where you will be able to find it later. If you forget your password, contact your regional Staff Development Coordinator for assistance.



College of Frontline Supervision Course Descriptions & Objectives

Fueling High Performance

This course focuses on reducing turnover among high-potential staff by providing professional development opportunities and by establishing consistent and high performance requirements. It reviews a number of important interventions that give structure and definition to expectations that promote high quality performance. The following lessons are included in this course:

Competency Based Training

- Define and Explain Employee Development Plans.
- Describe the Benefits of Employee Development.
- Describe the role of the Frontline Supervisor in supporting employee development.
- Effectively support employees in creating and updating employee development plans.

Employee Development

- Define and Explain Employee development plans.
- Describe the benefits of employee development.
- Describe the role of the frontline supervisor in supporting employee development.
- Effectively support employees in creating and updating employee development **plans**.

Build a Successful Team

- Describe teams and their importance.
- Use a 7-step process for developing healthy teams.
- Use communication and conflict management skills to support team development.

Coaching and Positive Discipline

- Describe the purpose and benefits of performance coaching.
- Use a variety of methods and styles to coach performance issues.
- Use feedback effectively in performance coaching.
- Identify the role of the frontline supervisor in providing performance coaching to direct support professionals.

Employee Participation, Motivation and Recognition

- Describe participatory and empowering management styles and their importance to employee satisfaction and performance.
- Use methods to improve the status and image of direct support professionals.
- Implement strategies related to employee participation, motivation, and recognition.



Recruitment and Selection

You will not retain the right staff if you cannot find and hire them. This course will help you understand how to bring more potential employees to your door and how to choose the best of those who apply. The following lessons are included in this course:

Recruitment and Marketing

- Effectively identify and use unique information regarding the employer in recruitment and marketing strategies.
- Describe the difference between inside and outside recruitment sources and use each in the most effective way.
- Use methods of recruitment that improve the chances of finding direct support professionals who are likely to be a good match to positions.
- Developing an effective marketing plan using the eight steps described in the lesson.
- Plan for barriers and challenges in recruitment and marketing and ways to overcome these challenges.

Realistic Job Previews

- Define Realistic Job Previews: how they are used and why they are important retention tools.
- Identify the five key characteristics of an effective Realistic Job Preview and use them to evaluate existing RJPs.
- Describe at least three different Realistic Job Preview delivery methods.
- Complete a five step plan for a Realistic Job Preview that incorporates the five characteristics of an effective RJP.

Selection and Hiring

- Describe five components of effective selection practices.
- Identify at least three question styles and how they can improve the selection process.
- Effectively screen applicants before an interview.
- Conduct an effective interview.
- Select and match the best candidates for the position.





Training and Orientation

This course reviews the need for assessing employee skills as the foundation of successful training and development programs. It teaches various components of training and how training practices can influence retention rates. The following lessons are included in the course:

Understanding Training

- Define training and its purpose.
- Describe training challenges common to community support services.
- Describe why training is important to the overall success of an organization and the quality of services.
- Describe the correlation between training and performance.
- Identify key components to effective training.
- Identify the frontline supervisor's role in supporting direct support professional training opportunities.

Choosing Training Topics

- Identify important factors that influence the choice of training topics.
- Describe three existing industry job analyses and how they can be used to identify training topics.
- Describe the influence of changing paradigms of services on topic selection.
- Identify methods for identifying individual employee topic needs.
- Describe possible influences of new worker pools on topic selection.
- Describe methods for locating effective training resources and opportunities

Choosing Training Methods

- Identify common problems with training practices.
- Describe the needs of adult learners.
- Accommodate different learning styles and use a variety of effective training methods.
- Describe important considerations for choosing training methods.

Understanding Employee Assessment

- Define employee assessment.
- Describe why employee assessment is important.
- Use several methods to assess employees.
- Describe who should be involved in employee assessment.
- Describe the frontline supervisor's role in using employee assessment to guide training.

Orientation Practices

- Use methods for discovering poor orientation or lack of orientation are leading to unnecessary turnover.
- Describe the purpose of orientation.
- Use effective methods for supporting a diverse workforce through orientation practices.
- Use a variety of strategies to improve current orientation practices.
- Use mentoring as an orientation strategy.
- Describe possible roles for the frontline supervisors and/or managers in orientating new employees.



Developing Interventions

This course teaches learners how to develop an effective plan for employee retention based on analysis of specific needs in their service settings. It teaches learners how to calculate and track turnover and vacancy rates and how to use the results to select the best interventions and monitor progress. It also teaches how to anticipate and overcome barriers and challenges in implementing intervention plans. The following lessons are included in the course:

Understanding the Intervention Plan

- Describe the importance of creating and maintaining a plan to reduce turnover and vacancy rates.
- Describe the seven (7) fundamental components of an intervention plan to reduce turnover and vacancy rates.
- Identify key considerations and methods within each of the seven (7) components of an intervention plan.

Assessing the Challenge - Part 1

- Describe why it is important to collect and analyze data about turnover, tenure, and vacancy rates.
- Define the terms: baseline, tenure, turnover, and vacancy rates.
- Describe important steps in preparing information prior to computing turnover, tenure and vacancy rates.
- Compute the crude separation rate (turnover) of direct support professionals as it applies to your situation.
- Compute tenure rates for direct support professionals as they apply to your work situation.
- Compute the vacancy rate of direct support positions as applies to your situation.

Assessing the Challenge - Part 2

- Select additional assessment methods based on your turnover, vacancy, and tenure results (retention trends).
- Identify five areas to assess beyond retention trends prior to selecting intervention strategies.
- Describe five methods of collecting information to assess workforce challenges and describe some pros and cons of each method.
- Identify existing tools that can be used to assess challenges in recruitment and retention of high quality direct support professionals.
- Describe key steps and considerations regarding creating a new survey.

Developing Your Intervention Plan

- Complete all aspects of the intervention plan based on actual baseline turnover data.
- Establish a schedule for collecting and analyzing information regarding challenges.
- Select effective interventions to meet your challenges.
- Create specific and manageable goals and timelines for your plan.